

Performance Evaluation Reform Act (PERA) Bensenville School District 2

College Ready



Career Ready



Innovation Ready



IASPA Breakout Session: 1/29/15, 11:15 – 12:15

Emphasis: Student Growth Component

Professional Practice Component
 ---Teacher Evaluation Plan
<http://www.bsd2.org/index.aspx?NID=1308>
 Password:BSD2TEP

Getting the Joint Committee Up & Running
 [Power Point Slides back of handout]

Bensenville Elementary District 2

- Dr. Jim Stelter, Superintendent jstelter@bsd2.org
- Dr. Kay Dugan, Asst. Superintendent kdugan@bsd2.org

Bensenville SD 2
 Demographic Information (2014)

Race	Percentage
White	24.1%
Black	3.4%
Hispanic	66.1%
Asian	3.6%
American Indian	0%
Two or More Races	2.9%
Pacific Islander	0%

- EC Through 8th Grade Population: 2,196 Students, 35% LEP--
 -64% Free/Reduced Lunch
- National Blue Ribbon Award, 2011

PERA Objective

To **improve teaching and learning** through the alignment of curriculum, instruction, and assessment.



Resource Pages Back of Handout: Purpose & Rationale for PERA

PERA requires the establishment of a **valid and reliable** performance evaluation system for certified employees, that **assesses both professional competence or practice and student growth**. This involves district administrators working in **partnership** with teachers' union representatives.

Illinois Administrative Code Part 50-Revised 11/19/14

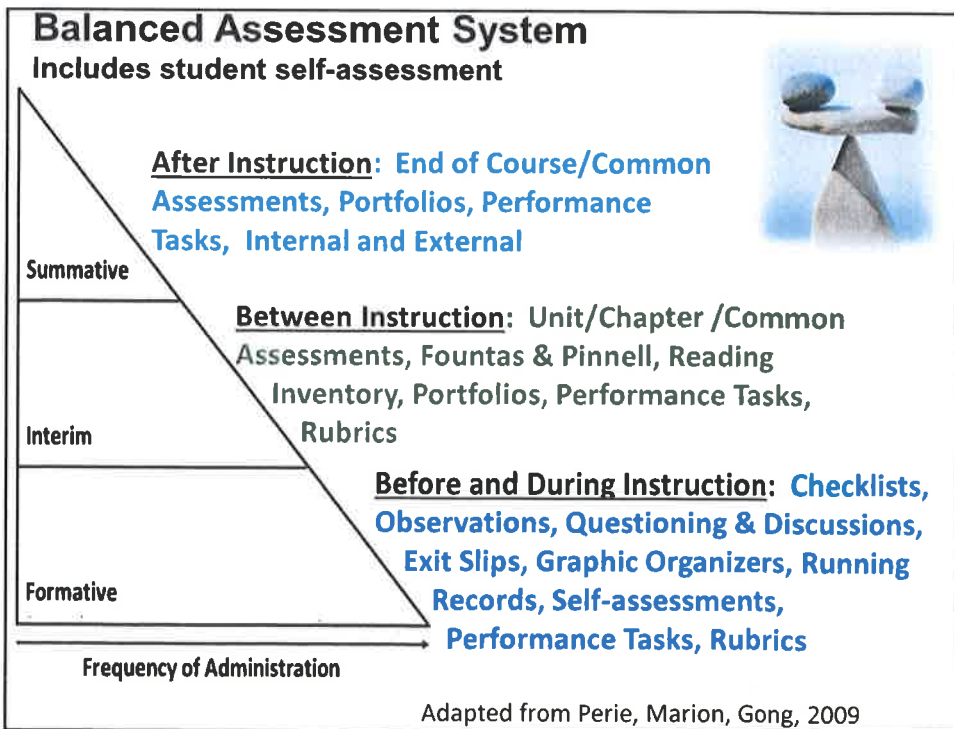
Under statute, the Joint Committee

- Develops the plan in 180 days
- Determines the percentage that will represent student growth: 70/30, 50/50
- Determines assessment type to be used for each category of teacher
- Determines appropriate measurement model(s) to be used to calculate student growth specific to assessment chosen.



PERA Requirements		IAC PART 50, P. 12	
Type I	OR	Type II	Type III
A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered either statewide or beyond Illinois. [IAC Part 50]		Any assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by <u>all teachers in a given grade or subject area.</u> [IAC Part 50]	Any assessment that is rigorous, aligned with the course's curriculum, and <u>that the evaluator and teacher determine measures student learning.</u> [IAC Part 50]
			Does not have to be administered to ALL students, like Type II
			Evaluator and teacher agree
<i>PARCC, NWEA, Scantron, SAT, ACT</i>		<i>Teacher collaboratively designed common assessments, textbook assessments</i>	<i>Teacher-created assessments, student work samples, textbook assessments</i>

Type I	OR	Type II
Ensure standardization		Directly aligned to local curriculum
Take less time to get up and running		Directly aligned to district/school scope and sequence
Can be pricey		Used to inform instruction & provide ongoing feedback...better potential for student growth
Not necessarily aligned to local curriculum & scope and sequence or adjustable to multiple disciplines		Takes time to get up and running
May be less sensitive for student growth		Requires PD to develop assessment literacy



Initial Process

Created four sample assessments from which staff mirrored their grade/department assessments targeting three key Standards of the discipline.

Measurement Model

The manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

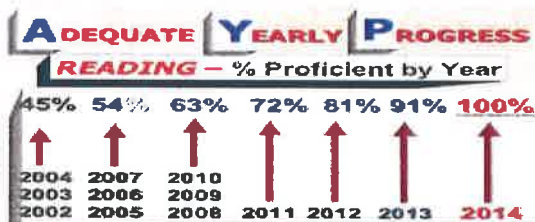


IAC PART 50, P. 12

Student Growth



A demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time. (IAC Part 50)



Attainment

Determining Growth: Type II

Students in Mr. Brown's Class	Baseline Data Rubric Score (1-2-3-4)	Actual Outcome Rubric Score (1-2-3-4-4+)	GROWTH ACHIEVED? YES or NO
John Smith	2	2	NO
Geri Smith	1	2	YES
Erin Smith	4	4	NO
Josh Smith	2	3	YES


2/4 = 50%

No Growth/Negative Growth 1	Minimal Growth 2	Meets Growth 3	Exceeds Growth 4
Less than 25% of students advanced 1 column on rubric or regressed 0/25 6/25	25-49% of students advanced 1 or more columns on rubric 6/25 12/25	50-77% of students advanced 1 or more columns on rubric 13/25 19/25	78-100% of students advanced 1 or more columns on rubric 20/25 25/25

Calculating Final Student Growth Rating

		Type III Assessment Score			
		4 Exceeds	3 Meets	2 Minimal Growth	1 No Growth
Type II	4 Exceeds	Exceeds	Meets	Meets	Minimal Growth
Assessment	3 Meets	Meets	Meets	Meets	Minimal Growth
Score	2 Minimal Growth	Meets	Meets	Minimal Growth	No Growth
	1 No Growth	Minimal Growth	Minimal Growth	No Growth	No Growth

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**JOINT
COMMITTEE**
 Potential Process

Formal and Informal Meetings

A-38. Can a school district establish a PERA Joint Committee and can that PERA Joint Committee informally meet to generally discuss performance evaluations and student growth without triggering the 180-day clock?

YES!



ISBE Non-Regulatory Guidance on PERA & SB 7
December 5, 2011

Potential Steps for the Joint Committee

- Establish Joint Committee beliefs and norms.
- Review Illinois Administrative Code (IAC) Part 50.
- Discuss/Clarify understanding of IAC Part 50.
- Establish common language of terms.
- Conduct an assessment inventory, think about...
 - What assessments are available?
 - What is the purpose of the assessment?
 - How do teachers currently use the data collected from the assessment?

- Determine what assessment type will be used for each category of teacher.
 - Type I and Type III
 - Type II and Type III
 - Two Type IIIs

What are the advantages and disadvantages of a specific assessment for each category of teacher?
How does the assessment meet the purpose and goal of the evaluation plan?

- Determine the percentage that will represent student growth: 70/30, 50/50
- Determine appropriate measurement model(s) to be used to calculate student growth specific to assessment chosen.

Potential Steps for the Joint Committee

- Determine a Game Plan.

How will the Joint Committee monitor the design and implementation of the evaluation plan? Who will do what by when? Consider backwards design for...

 - Scheduling meetings from start-to-finish
 - Developing professional practice & student growth components of the plan
 - Determining assessment inter-rater reliability
 - Designing a communication plan

Resources

Rationale for a New Teacher Evaluation Process

- The New Teacher Project:
<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>
- Video: http://www.ted.com/talks/bill_gates_teachers_need_real_feedback

Balanced Assessment

- Balanced Assessment: *The Key to Accountability and Improved Student Learning*, NEA (2003). <http://www.nea.org/accountability/nearesources-accountability.html>
- Black, Paul & William, D.(2001). "Inside the Black Box -Raising Standards Through Classroom Assessment", King's College London School of Education.
- Hattie, John,(2011). *Visible Learning: A Synthesis of over 800 meta analyses related to achievement.*
- Perie, Marion, Gong (Fall 2009) *Educational Measurement: Issues and Practice*, V 28, Issue 3

Resources

PERA

- Educational Reform in Illinois: Non-regulatory Guidance on the PERA and Senate Bill 7, December 5, 2011 www.isbe.net
- Guidance of Creating Operating Guidelines for Student Growth Models in Teacher Evaluation Systems, February 2013 www.isbe.net
- Illinois Administrative Code Part 50 (revised 11/19/14):
 - www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf
- Joint Committee on Standards for Educational Evaluation. *Classroom assessment standards: Sound assessment practices for K-12 teachers.* Retrieved from:
 - <http://www.icsee.org/standards-development>
- Perie, Marion, Gong (Fall 2009) *Educational Measurement: Issues and Practice*, V 28, Issue 3